bulletin board displays which they can explain to the class. They might prepare written materials of various kinds. They might combine a presentation of their own with a presentation by a speaker from the group investigated. In this case they should prepare the class for the speaker and develop a series of questions to ask him.

After the presentations have been made, have the class discuss the following questions:

(a) Do you think any of the Protest movements should be classified as revolutionary movements? Why or why not?

(b) What factors made for the success which the different movements have had? What factors slowed down progress after 1965? (Be sure to analyze some of the points suggested in the outline of content.)

(c) Which groups seem to be gaining support among the Negroes? What methods do they advocate?

(d) How has the division arising among the different groups as to methods affected the success of the movement?

(e) How do you think we can account for the passage of the 1968 Civil Rights bill? Do you think conditions have changed enough to provide the impetus for further changes in the direction of equality? Why or why not?

3. These legislative reforms have had great impact on the South and upon upper and middle class Negroes but have not affected significantly the problems and perceptions of the majority of urban Negroes.

   a. Employment opportunities and income have improved for the Negro middle class but have remained essentially the same for the ghetto-dwelling, lower class Negro.

   b. The gap between expectation and reality seems to be widening for the lower class Negro; this widening gap contributes to an increase in alienation and violence in our urban ghettos.

D. From 1965 until at least the spring of 1968, the Negro Protest Movement seemed to be in the stage of decline or reaction because the conditions necessary for successful protest were not present in our society.

   1. Our society has been divided and ambivalent about the solution of problems associated with de facto segregation and past discrimination.

      a. The Civil Rights Bill of 1966, which contained a provision aimed at the elimination of discrimination in housing. A factor in de facto segregation, failed to pass a similar bill, reintroduced in 1967, had very little probability of passing, without drastic revision and weakening, until after the assasination of Dr. Martin Luther King.

      b. Compensatory programs such as the Urban League's program for a domestic "Marshall Plan" provoked serious opposition.

c. Federal funds for a general war on
could benefit the Negro greatly, we
severely.

d. The Supreme Court seemingly reverse
ruling on civil rights demonstratio
struction of property.

e. Groups opposed to further social ch
active.

1) The "white back lash vote" seeme
outcome of several elections dur

2) Action by civil rights groups pr
creased amount of counteraction
For example, schools were boycot
rights groups and those who wish
the status quo.

2. The object of protest, the problems of
gation and past discrimination, are no
or as easily understood as the problem
gation. Assuming that the basic goal
test Movement is the "equalization of
Negroes," it is not clear: (a) How much
the Negroes and how much must be done
(b) To what extent the plight of the N
to the present structure of our ec

S. Uses content analysis techniques to gather information.

c. Federal funds for a general war on poverty, which could benefit the Negro greatly, were cut back severely.

d. The Supreme Court seemingly reversed its earlier ruling on civil rights demonstrations and the destruction of property.

e. Groups opposed to further social change became more active.

1) The "white back lash vote" seemed to affect the outcome of several elections during 1966.

2) Action by civil rights groups produced an increased amount of counteraction by other groups. For example, schools were boycotted by both civil rights groups and those who wished to preserve the status quo.

2. The object of protest, the problems of defacto segregation and past discrimination, are not clearly defined or as easily understood as the problems of legal segregation. Assuming that the basic goal of the Negro Protest Movement is the "equalization of life chances for Negroes," it is not clear: (a) How much should be done for the Negroes and how much must be done by the Negroes, or (b) To what extent the plight of the Negro is related to the present structure of our economy.

ysis techniques
tion.

39. Use the case study on Negro Leadership when it becomes available. Follow the suggestions in the study guide for this case. This case should help pupils understand better both the concept of relative deprivation and the concept of situational leadership. It should help pupils understand changing leadership and tactics of the protest movement. The case study also provides a good lead into the activity described in the next paragraph.

Leadership in A
A Case Study of
See teacher's M
Student Manual.
iological Resou
Schools. (At p
for general dis
it should be av

on Negro Leadership when it becomes available.
ions in the study guide for this case. This
upils understand better both the concept of rel-
and the concept of situational leadership. It
understand changing leadership and tactics of
nt. The case study also provides a good lead
described in the next paragraph.

Leadership in American Society,
A Case Study of Negro Leadership.
See teacher's Manual and
Student Manual. Produced by Sociological Resources for Secondary Schools. (At present not available for general distribution; however, it should be available before long.)

S. Uses the reputational method of gathering data.

G. The leadership of any group must try to maintain group cohesion and also organize its strategies and provide intellectual leadership.

G. The different tasks of leadership may be assumed by one man or shared by a number of people.

G. The type of leader tends to differ in different situations which require different kinds of leaders if they are to be effective.

G. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.

S. Interprets tables.

3. The Negro Protest Movement is divided b
over "means and ends."

a. The advocacy of "Black Power" by SNC
provided a widespread controversy am
whites.

b. Direct action and non-violent demons
been effective in the past but like
and dramatic experiences are subject

nal method

any group must
oup cohesion and
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al leadership.

s of leadership
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ple.

tends to differ
tions which re-
nds of leaders
effective.

ion and the
eprivation is
tribute to rev-
er protest move-

3. The Negro Protest Movement is divided by controversy over "means and ends."

   a. The advocacy of "Black Power" by SNCC and Core has provided a widespread controversy among Negroes and whites.

   b. Direct action and non-violent demonstrations have been effective in the past but like all intense and dramatic experiences are subject to the

Whether or not you use the case study on Negro leadership, show the class tables comparing current and past attitudes of Negroes to different groups and leaders of groups. Ask: Do you see any trend here in the type of movement or leader which is gaining and the type losing? Which kind of movement seems to have more support among the poorer Negroes? among those who are better off economically? in the North? in the South? Ask: Does this data support your conclusions which you drew as a result of the data presented by other students in class?

Brink and Har
pp. 244-

use the case study on Negro leadership, show the
ring current and past attitudes of Negroes to
nd leaders of groups. Ask: Do you see any trend
movement or leader which is gaining and the type
of movement seems to have more support among the
ong those who are better off economically? in the
h? Ask: Does this data support your conclusions
result of the data presented by other students

Brink and Harris, Black and White,
pp. 244-257.

psychological law of diminishing
not the assasination of Dr. King
sustained impetus to such movemen

c. Violent protests by ghetto dwelle
creasing, raising the danger that
will come to regard the Negro pro
forcement problem.

S. Interprets tables.

S. Draws inferences from data.

E. The dynamic process of social systems i
random; systems seem to move toward pay
imaginary.

1. Any particular social system is more
some directions than in others.

2. Protest movements designed to push
a direction that it has a high p
anyway are more likely to be succ
is trying to push the social system
has a low probability.

3. The successful solution of the race
run seems to be inevitable if our sy
real economic, moral, and political
maintaining the present "imaginary"

a. That the satisfactory resolution
will produce real economic, moral
payoffs is beyond dispute.

psychological law of diminishing returns. Whether or not the assasination of Dr. King will give renewed, sustained impetus to such movements remains to be seen.

c. Violent protests by ghetto dwellers seem to be increasing, raising the danger that the white majority will come to regard the Negro protest as a law enforcement problem.

E. The dynamic process of social systems is not entirely random; systems seem to move toward pay off, real or imaginary.

data.

1. Any particular social system is more likely to change in some directions than in others.

2. Protest movements designed to push a social system in a direction that it has a high probability of going anyway are more likely to be successful than one that is trying to push the social system in a direction that has a low probability.

3. The successful solution of the race problem in the long run seems to be inevitable if our system moves toward real economic, moral, and political payoff rather than maintaining the present "imaginary" ones.

a. That the satisfactory resolution of the race problem will produce real economic, moral and political payoffs is beyond dispute.

40. Now show the class a table presenting the reactions of Negroes to questions in the Newsweek Survey of 1966 about whether or not the Negroes could get along without white help in their drive for equality. Also show tables on white reactions to civil rights. Use these tables to initiate a discussion of the role which the white community might play. In this introduction to the last part of the unit, raise the following questions:

Brink and Har
pp. 262-
Franklin and
Century
494.

(a) What seemed to cause the decline in white support for new legislation between 1965 and 1968? What seemed to provide the impetus for the passage of the 1968 bill?

(b) To what extent does there seem to be agreement among the members of the white community about the need for further action?

table presenting the reactions of Negroes to
sweek Survey of 1966 about whether or not the
ng without white help in their drive for equality.
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sion of the role which the white community might
uction to the last part of the unit, raise the

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1965 and 1968? What seemed to provide the impetus
f the 1968 bill?

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ty about the need for further action?

Brink and Harris, Black and White, pp. 262-265 and Chs. 5-6.
Franklin and Starr, Negro in 20th Century America, pp. 211-216, 494.

b. The assassination of Dr. Martin Lut
April, 1968 created a great outpour
guilt feelings, and resolutions to
the direction of greater equality;
momentum which brought the passage
Rights Act within one week will be
is not yet known.

c. The majority reaction to Negro prot
probably have an effect upon the su
movements of other minority gro

S. Having determined the causes of a social problem, considers alternativ courses of action and hypothesizes about probable consequences of each course of action.

S. Deduces if-then statements from hypotheses.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE, AND DEMANDS THAT POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

V. Equality can hardly be achieved without the
white majority as well as those of the mino

A. Social scientists have investigated the
kinds of action in both: (a) reducing p
members of the majority and (b) improvin
of minority group members.

1. Studies have been carried out to inve
of different kinds of contact situati
these studies provide some useful lea
action which might be taken.

2. Educational experiments have been car
what methods seem effective in improv
concept of Negro children and providi
motivation to achieve.

b. The assassination of Dr. Martin Luther King in April, 1968 created a great outpouring of remorse, guilt feelings, and resolutions to move rapidly in the direction of greater equality; whether or not the momentum which brought the passage of the Civil Rights Act within one week will be sustained or not is not yet known.

c. The majority reaction to Negro protest movements will probably have an effect upon the success of protest movements of other minority groups also.

V. Equality can hardly be achieved without the efforts of the white majority as well as those of the minority groups.

A. Social scientists have investigated the effects of certain kinds of action in both: (a) reducing prejudice among members of the majority and (b) improving the self-image of minority group members.

1. Studies have been carried out to investigate the effects of different kinds of contact situations upon prejudice; these studies provide some useful leads to types of action which might be taken.

2. Educational experiments have been carried on to see what methods seem effective in improving the self-concept of Negro children and providing them with motivation to achieve.

41. Several groups of students or individuals might also investigate movements of other minority groups. They should compare them in terms of goals, tactics, and degree of success with those of the Negro movements.

Use exam
communit

42. Lead from the discussion of possible reactions of the white community into a discussion of what the majority might do to try to reduce prejudice and discrimination. Say: If the majority really wants to bring about greater equality, what kinds of action might it take individually and collectively? What kinds of action might be most likely to reduce prejudice? to reduce economic discrimination, etc.? Have pupils make proposals for courses of action which might be taken. They should also set up hypotheses about possible consequences of each suggested course of action. And they should list the value conflicts involved in each. The class might also hypothesize about ways of preventing and controlling riots until greater equality can be achieved.

If no one suggests some of the proposals which have been tried, advocated, or experimented with, ask questions designed to get pupils to predict the possible consequences of such courses of action. For example, you might say: Some people have thought that greater contact among majority and minority group members would bring about a reduction of prejudice among white people?

e.g. See
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Allport,
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Ferman,
and
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students or individuals might also investigate move-
ority groups. They should compare them in terms of
d degree of success with those of the Negro move-

Use examples from local community if possible.

ussion of possible reactions of the white community
of what the majority might do to try to reduce prejudice
. Say: If the majority really wants to bring about
hat kinds of action might it take individually and
? Kinds of action might be most likely to reduce
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r equality can be achieved.

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ted with, ask questions designed to get pupils to
le consequences of such courses of action. For ex-
ay: Some people have thought that greater contact
minority group members would bring about a reduction
white people?

e.g. See Simpson and Yinger, Racial and Cultural Minorities, Chs. 22-23.
Allport, Nature of Prejudice, Ch. 16.
Saenger, Soc. Psych. of Prejudice, Ch. 14.
Report of the National Advisory Commission on Civil Disorders, Part III.
Killian and Grigg, Racial Crisis in America.
Rose and Rose, eds., Minority Problems, Part VI.
Ferman, et. al., eds., Negroes and Jobs, Ch. 6.
Raab and Selznick, Major Social Problems, Ch. 6.

A. EVALUATES PROPOSALS AND EVENTS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

A. BELIEVES THAT THE SOCIAL SCIENCES CAN CONTRIBUTE TO MEN'S WELFARE BY PROVIDING INFORMATION AND EXPLANATORY GENERALIZATIONS WHICH HELP THEM ACHIEVE THEIR GOALS.

S. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goals.

A. IS SCEPTICAL OF PANACEAS.

B. Various kinds of efforts have been made reducing discrimination.

1. Some favor further legislation to red and legal discrimination.

2. Some argue for massive appropriations group members overcome the effects of

3. Most believe that businessmen and oth the community must take constructive is to be accomplished; they believe t action is not sufficient.

a. Businessmen have undertaken projec opportunities and training for men groups.

b. Church groups have undertaken proj Whites and Negroes together for co to solve community problems.

c. Schools have undertaken a number o to improve conditions.

d. Individuals have worked together i to try to open up lines of communi those who have suffered from discr

e. Local and state governments have s commissions to investigate discrim have also introduced sensitivity t for government workers and policem

B. Various kinds of efforts have been made and proposed for reducing discrimination.

1. Some favor further legislation to reduce social, economic, and legal discrimination.

2. Some argue for massive appropriations to help minority group members overcome the effects of past discrimination.

3. Most believe that businessmen and other people within the community must take constructive action if much is to be accomplished; they believe that legislative action is not sufficient.

   a. Businessmen have undertaken projects to increase job opportunities and training for members of minority groups.

   b. Church groups have undertaken projects to bring Whites and Negroes together for cooperative efforts to solve community problems.

   c. Schools have undertaken a number of programs to try to improve conditions.

   d. Individuals have worked together in special programs to try to open up lines of communication and help those who have suffered from discrimination.

   e. Local and state governments have set up human rights commissions to investigate discrimination; they have also introduced sensitivity training programs for government workers and policemen.

What would you predict would be the result? Do you think the results would be the same in all kinds of contact situations? Why or why not? What kinds of contact situations do you think would be most likely to lead to a reduction of prejudice? Have pupils set up hypotheses and then deduce if-then statements which might be used to guide the collection of data to test these and the hypotheses they established earlier.

Now have the class use a variety of sources of information to try to investigate the possibilities of each course of action which they have proposed. You might also direct their attention to other courses which have been proposed. Pupils should collect any data available about how similar courses of action have worked in any section of this country or in any experiment. Again, the class can divide up into groups for this work, or you may wish to have all of the class investigate some of the proposals and have individuals or small groups investigate others.

The class as a whole should consider the alternative courses of action after they have studied the probable consequences of each. They may wish to reject one or more because of evidence which they have found about how similar courses of action have operated in the past or because of experiments which have been conducted. The class should discuss the probable consequences of the different courses of action in some detail.

S. Having determined the causes of a social problem, scrutinizes possible courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal.

C. Many communities have engaged in a multi
problems of reducing discrimination, pre
reducing prejudice, and trying to open u
ication between the white and the black
lines of communication seem to facilitat
action.

A. HAS A SENSE OF RESPONSIBILTIY FOR TAKING INFORMED ACTION ABOUT PROBLEMS CONFRONTING THE NATION.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

A. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.

A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

C. Many communities have engaged in a multi-approach to the problems of reducing discrimination, preventing violence, reducing prejudice, and trying to open up lines of communication between the white and the black community. Such lines of communication seem to facilitate other kinds of action.

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crutinizes possible
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inst each proposal,
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T THE RIGHTS OF

OSSIBILITIES OF
CONDITIONS.

INDIVIDUALS, NOT
ARTICULAR GROUP.

HE FREE EXAMINATION
ES AND DATA.

43. The class should be sure to consider any current proposals for a general community attack upon problems of prejudice and discrimination. They should investigate the proposals and what has been or is being done. (They may use newspaper articles, interviews, outside speakers, etc.) Then they should analyze the pros and cons of the proposals in class.

Class members may well differ as to whether or not they think any action should be taken in the local community. However, pupils who think that something might be done, can be encouraged to take action to try to help carry out any course which they believe would be appropriate. Even if class members do not agree to any particular course of action or if no students wish to engage in other kinds of action, the teacher may wish to at least encourage some kind of action to open lines of communication between these young people and people of other groups. This can be done in part as a means of investigating further the points of view of other groups. However, it may also have some effects upon pupils' attitudes, particularly if the teacher pays some attention to the research which has been done on the types of contact most likely to promote a reduction of prejudice.

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* Easy reading.
\# Difficult reading.
x Varied levels for different selections.
ŦDemands maturity as well as reading ability.

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